

(7) Unit 3 - Concept 1: Credible Sources

Grade 7 ELA Grade 7 ELA

Start Date: January 21, 2014

End Date : March 21, 2014

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| <p>Unit Overview</p> <p>Credible Sources:</p> <ol style="list-style-type: none">1. Primary and Secondary Sources2. Use Facts and Opinions3. Recognize Facts and Opinions4. Author Bias and Perspective5. Support and Elaboration in Narratives6. Persuasion and Propaganda7. Using Media and Statistics in Writing8. Using Multi-Media Texts to Present | <p>Content Elaborations</p> <p>Key Ideas and Details:</p> <p>The focus of this topic is the understanding and analysis of text. Readers are expected analyze several pieces of textual evidence in order to identify the central ideas in a text which may be expressed explicitly as well as from inferences drawn from a text.</p> <p>Craft and Structure:</p> <p>The focus of this topic is to determine the author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p>Integration of Knowledge and Ideas:</p> <p>The focus of this topic is the comparison and contrast of text by carefully analyzing different versions of text.</p> <p>Text Types and Purposes:</p> <p>The focus of this topic is the understanding that writers develop complete, logically sequences text with credible evidence and detail using language appropriate for the topic and audience. The credible evidence can be in the form of facts, examples, details and/or statistics. It should be presented logically so that writers can clarify relationships between</p> | <p>Unit Resources</p> <p>Suggested Texts:</p> <ol style="list-style-type: none">1. Reader's Workshop "Biography and Autobiography" (p.754), Primary vs. Secondary Sources (<i>teacher chosen selection</i>), <i>use selections from</i> Christopher Reeve, Rosa Parks, Lance Armstrong, Malcolm X, and Jackie Robinson. <i>Also use Media Smart DVD with Jackie Robinson selection and United Streaming search for primary and secondary sources.</i>2. "An American Childhood", "Dirk the Protector", "Eating Alone", "The Names".3. "Eleanor Roosevelt", "Letter to the President General of the Daughters of the American Revolution".4. "Great White Sharks", "The Courage That My Mother Had", "What Do You Know About Sharks?", "Pro Athletes Salaries Aren't Overly Exorbitant", "Do Pro Athletes Get Paid Too Much?", "Why We Shouldn't Go To Mars", "Remarks of the Dedication", "The Names", "It Was a Long Time Before", "Abuelito Who".5. Use <i>Elements of Narrative Writing</i>(p.R36), |
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| | <p>and among ideas.</p> <p>Production and Distribution of Writing: The focus of this topic is the understanding that writers apply a multi-stage, reflective process that requires planning and revising. the stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances the word choice, unity and the coherence of thoughts, ideas and details.</p> <p>Research to Build and Present Knowledge: The focus of this topic is for writers to understand the need to activate prior knowledge and then engage in the process of inquiry and research. Topics and research questions are developed and continually refined.</p> <p>Presentation of Knowledge and Ideas: The focus of this topic is a speaker's preparation and considerations when presenting information. Effective speakers prepare for a speech by considering audience and purpose.</p> | <p>"The Invisible Thread", "Rosa Parks: My Story", "Names/Nombres", "It's Not About the Bike", "23 Days in July", "The Noble Experience", "Jabberwocky", "Charge of the Light Brigade", "The Highwayman", "Casey at the Bat", "Four Skinny Trees".</p> <p>6. "Media Study Persuasive Techniques in Commercials" (p.944), <i>use selections from Media Study pages: "Why Work Out", "Break the Addiction", "The Promise", "Why We Shouldn't Go To Mars", "Remarks at the Dedication of the Aerospace Medical Health Center", "Pro Athletes' Salaries Aren't Overly Exorbitant", "Do Professional Athletes Get Paid Too Much?", use Unit 8 teacher resources and Media Study online extras.</i></p> <p>7. "The Noble Experience", "Jackie Robinson Makes Headlines", "<i>Media Study: Jackie Robinson</i>", "It's Not About the Bike/23 Days in July", "Do Pro Athletes Get Paid Too Much?", <i>use Write Source - "Creating a Graph"</i></p> <p>8. Media Handbook (p.R84-R92), Visual Elements (p.R87), Persuasive Techniques (p.944-955), <i>teacher provided material: song lyrics with videos, newspaper articles, TV news report, documentary, web sites.</i></p> |
| Unit Vocabulary | Enduring Understandings (Big Ideas) | Connections |

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| <p>See vocabulary associated with each selection.</p> | <ol style="list-style-type: none">1. How do writers incorporate primary and secondary sources to impact their work?2. How do writers use facts and opinions to construct biographies, autobiographies, and memoirs?3. How can readers and writers recognize and use factual claims and opinions in a text?4. How does author's bias and perspective impact information presented?5. How do writers incorporate narrative elements to provide support and elaboration?6. How do persuasive techniques and the use of propaganda enhance a writer's presentation of ideas?7. How can a writer use media and statistical data for support and elaboration?8. How do writers use written and audio, video, or multi-media texts to present ideas? <p>Unit 3 Culminating Task: <i>Speech</i> Topic: <i>How do individuals impact society?</i></p> <p>Select a living person for a "Person of the</p> | |
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| <p>Year" award. your Choice should be a person who has positively impacted society (Through education, technology, science/medicine, communication, politics, economics, or the environment). Research a variety of texts containing details about the person's life and accomplishments. Include biographies, autobiographies, and memoirs as well as videos, articles, audio clips, statistical data, etc. Develop a speech informing and justifying your choice. Explain the criteria you use in your selection. Use at least three elaboration strategies, address any counterclaims, and explain the person's impact on society in your speech.</p> | |
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Standards

CC_Common Core State Standards - English Language Arts/Literacy (2010) - Grade 7 English Language Arts

Strand CCSS.ELA-Literacy.R.7 Reading

CCSS.ELA-Literacy.RI.7 Informational Text

Key Ideas and Details

Anchor Standard RI.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade Level Standard CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

Anchor Standard RI.CCR.6 Assess how point of view or purpose shapes the content and style of a text.

Grade Level Standard CCSS.ELA-Literacy.RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Integration of Knowledge and Ideas

Anchor Standard RI.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Anchor Standard RI.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grade Level Standard CCSS.ELA-Literacy.RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Grade Level Standard CCSS.ELA-Literacy.RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Strand CCSS.ELA-Literacy.W.7 Writing

Text Types and Purposes

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Anchor Standard W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standard W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Anchor Standard W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grade Level Standard CCSS.ELA-Literacy.W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.W.7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

CCSS.ELA-Literacy.W.7.1d Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.7.2e Establish and maintain a formal style.

CCSS.ELA-Literacy.W.7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Grade Level Standard CCSS.ELA-Literacy.W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CCSS.ELA-Literacy.W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grade Level Standard CCSS.ELA-Literacy.W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grade Level Standard CCSS.ELA-Literacy.W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

Research to Build and Present Knowledge

Anchor Standard W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Anchor Standard W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Anchor Standard W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grade Level Standard CCSS.ELA-Literacy.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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Grade Level Standard CCSS.ELA-Literacy.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Grade Level Standard CCSS.ELA-Literacy.W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.7.9a Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).

CCSS.ELA-Literacy.W.7.9b Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

Strand CCSS.ELA-Literacy.SL.7 Speaking and Listening

Presentation of Knowledge and Ideas

Anchor Standard SL.CCR.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Anchor Standard SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Anchor Standard SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grade Level Standard CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade Level Standard CCSS.ELA-Literacy.SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Grade Level Standard CCSS.ELA-Literacy.SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand CCSS.ELA-Literacy.L.7 Language

Knowledge of Language

Anchor Standard L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grade Level Standard CCSS.ELA-Literacy.L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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| Student Assessment NWEA Map STAR/AR End of selection assessment Study Island | Unit Reflection |
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| Content | Skills | Assessment |
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| A. Primary and Secondary Sources B. Use Facts and Opinions C. Recognize Facts and Opinions D. Author Bias and Perspective E. Support and Elaboration in Narratives F. Persuasion and Propaganda | A. Primary and Secondary Sources 1. Determine how writers incorporate primary and secondary sources to impact their work. 2. Students will view a variety of real-world primary and secondary sources and use them to develop the definition and characteristics of a primary and secondary source. | |

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| <p>G. Using Media and Statistics in Writing H. Using Multi-Media Texts to Present I. Unit 3 Culminating Task: Speech Topic: How do individuals impact society?</p> | <p>3. Students will write a paragraph discussing a person whom they have read about in this section and their impact on others citing both primary and secondary source information from the text or outside research.</p> <p>B. Use Facts and Opinions</p> <ol style="list-style-type: none">1. Determine how writers use facts and opinions to construct biographies, autobiographies, and memoirs.2. Students will write a memoir using both facts and opinions about a significant event using a mentor text from the suggested texts. <p>C. Recognize Facts and Opinions</p> <ol style="list-style-type: none">1. Determine how readers and writers recognize and use factual claims and opinions in a text.2. Create a chart to list factual claims, opinions, and common place assertions the autho uses to support their main idea. <p>D. Author Bias and Perspective</p> <ol style="list-style-type: none">1. Determine how the author's bias and perspective impact information presented.2. Create a chart as they read recording the author's use of positive/negative loaded language to help identify bias.3. Brainstorm the "absent voices" from an article. <p>Students will write a response from an alternate perspective of one of those absent voices.</p> <p>E. Support and Elaboration in Narratives</p> <ol style="list-style-type: none">1. Determine how writers incorporate narrative elements to provide support and elaboration in their writing.2. Identify narrative elements of an informational text.3. Discuss how each element impacts the meaning and/or purpose of the text4. Discuss how narrative elements may be used in any type of writing (expository, argumentative) as an elaboration strategy. <p>F. Persuasion and Propaganda</p> <ol style="list-style-type: none">1. Determine how persuasive techniques and the use of propaganda enhance a writer's presentation of ideas.2. Produce your own media print ad.3. Evaluate peer media print ads. <p>G. Using Media and Statistics in Writing</p> <ol style="list-style-type: none">1. Determine how a writer uses media and statistical data | |
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| | <p>for support and elaboration.</p> <ol style="list-style-type: none">2. Explain statistical data from graphic aids.3. Use graphic aids to create a multi-media presentation discussing a topic of interest from another subject area. <p>H. Using Multi-Media Texts to Present</p> <ol style="list-style-type: none">1. Determine how writers use written and audio, video, or multi-media texts to present ideas.2. Evaluate each form of media using the evaluation process (p.R92).3. Compare and contrast evaluations. <p>I. Unit 3 Culminating Task: Speech Topic: How do individuals impact society?</p> <ol style="list-style-type: none">1. Select a living person for a "Person of the Year" award. your Choice should be a person who has positively impacted society (Through education, technology, science/medicine, communication, politics, economics, or the environment). Research a variety of texts containing details about the person's life and accomplishments. Include biographies, autobiographies, and memoirs as well as videos, articles, audio clips, statistical data, etc. Develop a speech informing and justifying your choice. Explain the criteria you use in your selection. Use at least three elaboration strategies, address any counterclaims, and explain the person's impact on society in your speech. | |
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